

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level 6/ Content Area: Visual Arts**  
**Length of Course: 10 Weeks**

**Curriculum**

**Course Description:**

This course is an introductory to middle school level art experience through hands-on learning of mediums and techniques.

Students study the elements of line, shape, form, color, texture, space and principles of design - the rules that govern how the elements are organized in a composition. This course includes a variety of media and connections to art history, cultures and artists and provides a vocabulary and foundation for students to discuss and evaluate their own, along with peers' work, in a supportive atmosphere.

<b>Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art visual art.	
Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
How does art record and communicate the human experience?  How does art help us understand other subjects, themes, areas of interest?	Students will understand that... <ul style="list-style-type: none"> <li>• Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</li> <li>• The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</li> </ul>
<b>Areas of Focus: Proficiencies</b>	<b>Examples, Outcomes, Assessments</b>

<b>(Cumulative Progress Indicators)</b>	
<p>Students will:</p> <p>1.1.8. D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Experiment with different art materials and techniques to create original artworks.</li> <li>• Demonstrate the creative process by journaling different ideas and pathways of arriving at the finished project.</li> </ul>
<p>1.1.8. D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Color Wheel painting: Make distinction of the three properties of color: hue, value and intensity.</li> <li>• Printmaking: Market a product/design by creating a poster that will be reproduced several times using the reduction printmaking technique.</li> <li>• Understand color groups (warm/cool/analogous/complementary) by using color combinations in an original, non-objective, painting.</li> <li>• Optical Illusion Drawing: Create the illusion of movement and/or depth in works of art.</li> <li>• Bookmaking: Learn the many ways of book-binding: Japanese Stab-binding, accordion book, tunnel books, hard cover, and re-purposed books. Choose one technique and create a book that will tell a story about you.</li> <li>• Paper collage - use magazine paper rippings to paste onto a drawn image on cardboard using different tints and shades of a color.</li> <li>• Compare/Contrast ways in which artists use certain elements such as line, shape, color, value, and texture in both 2-D and 3-D works of art.</li> </ul>
	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Scientific understanding of the color prism and color mixtures.</li> <li>• Learning to handle tools used in different trades.</li> <li>• Critical thinking skills in solving problems using original and personal ideas.</li> </ul>

	<p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Experience with Adobe Photoshop to create a business card design which integrates the elements of color, line, space, value, shape, and texture.</li> </ul> <p>Global Perspective</p> <ul style="list-style-type: none"> <li>• Trades in society’s marketing economy</li> <li>• How specific regions of the world contribute to artistic and cultural achievements</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

<p><b>Standard 1.2: History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p><b>Big Ideas:</b> All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.</p>	
<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i></p>
<p>How has art changed through time?</p> <p>How does art reflect human culture?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Tracing the histories of visual art in world cultures provides insight into the lives of people and their values.</li> <li>• The arts reflect cultural morays and personal aesthetics throughout the ages.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>1.2.8. A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<ul style="list-style-type: none"> <li>• Recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on works of art (e.g., realism, impressionism, expressionism).</li> </ul>
<p>1.2.8. A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<ul style="list-style-type: none"> <li>• Identify, use, and interpret important works of art and their artists.</li> <li>• Create artwork with the characteristics of a particular culture, period of time, style method or artist.</li> <li>• Recognize that chronology exists in all art forms.</li> </ul>
	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Collage Chinese Dolls: Demonstrate understanding of Chinese traditional clothing according to different dynasties by using paper collage to design a traditional Chinese doll.</li> </ul>

	<ul style="list-style-type: none"> <li>• African Mask: Use interpretation of symbolic African tribal designs to create own paper Mache African mask.</li> <li>• Pop Art/ Printmaking: Understand what is mass production and popular culture through the influence of the artist Andy Warhol. Using images of current popular culture create a series of prints that represent today's society icons.</li> <li>• Gargoyles- Create plaster gargoyles in 3-dimensional form which will represent the style of medieval architecture.</li> </ul> <p>Instructional Strategies: Interdisciplinary Connections:</p> <ul style="list-style-type: none"> <li>• How the arts influence people and culture in societies</li> <li>• Use of utilitarian objects in cultural fashion and architectural design</li> <li>• Art integrated with musical instruments</li> </ul> <p>Technology Integration:</p> <ul style="list-style-type: none"> <li>• Selected educational websites for experiencing with collage and other techniques- National Geographic Arts for Kids(<a href="http://www.nga.gov/kids">www.nga.gov/kids</a>)</li> </ul> <p>Global Perspectives:</p> <ul style="list-style-type: none"> <li>• Cultural achievements in the arts</li> <li>• Responsibilities and roles of people in society of different cultures.</li> <li>• World belief systems impact on the arts</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

	<p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
--	---

<p><b>Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p>	
<p><b>Big Ideas:</b> Actively creating one's own art leads to a comprehensive understanding of the techniques and elements of art involved in the creative process.</p>	
<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>

<p>How do we use the Elements of art and principles of design to create a Composition?</p> <p>What does art tell us about ourselves?</p> <p>How do underlying structures unconsciously guide the creation of art works?</p> <p>Does art have boundaries?</p> <p>What choices must an artist make before beginning a work?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</li> <li>• Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.</li> <li>• Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</li> <li>• The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</li> <li>• The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>1.3.8. D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• To identify principles of design such as rhythm, pattern, repetition, and movement in an art form</li> <li>• To convey emphasis in a work of art.</li> <li>• Recognize contrast in a work of art.</li> </ul>

<p>enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p>	<ul style="list-style-type: none"> <li>• Understand that color, line, and shape can create unity in a work of art.</li> </ul>
<p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Still life drawing: Portray distant objects higher on the drawing paper.</li> <li>• Study the proportions of figure drawing by using students as models while class practices drawing body gestures.</li> </ul>
<p>1.3.8. D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p>	<ul style="list-style-type: none"> <li>• One-Point perspective City: Create the illusion of depth by portraying parallel lines that move away from the viewer to converge at a point on the eye level. Students can refer to hallways and classroom space to identify horizon line and point of perspective.</li> </ul>
<p>1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p>	<ul style="list-style-type: none"> <li>• Texture animal drawings/ paintings: Manipulate lines and patterns and their direction to describe the direction and texture of a surface.</li> </ul>
<p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks</p>	<ul style="list-style-type: none"> <li>• Create a 3-D forms by cutting away, adding on, molding, and or carving parts of the whole. Experiment with tactile textures on plaster or paper-Mache forms.</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Mathematical understanding on linear perspective, shapes, angles and 3-dimensions.</li> <li>• Hand-eye coordination</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Using Adobe Photoshop tools to create images in one point perspective</li> <li>• Use understanding of composition to</li> </ul>

	<p>take photographs of still life objects.</p> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Understanding of human interactions with space and object around us</li> <li>• Knowledge of seeing and perceiving</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

<b>Standard</b>	
<b>1.4. A. Aesthetic Responses:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.	
<b>Big Ideas:</b> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>What do the use of materials and techniques tell us about a specific time period or artistic genre?</p> <p>How does the viewer distinguishes the artists' intentions in abstract works of art?</p> <p>How do artists manipulate the elements of art and principles of design to create original works of art?</p> <p>Do all artworks have a function? How do we know which do and which don't?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Performance technique in visual art varies according to historical era and genre.</li> <li>• Abstract ideas may be expressed in works of visual art using a genre's stylistic traits.</li> <li>• Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.</li> <li>• Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</li> </ul>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.4.8. A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	<ul style="list-style-type: none"> <li>• Respond to works of art and analyze responses in terms of cultural and visual meaning.</li> <li>• Describe the manner in which the belief systems of a viewer may influence contemplation of works of art.</li> <li>• Explain orally and in writing the means by which visual art evokes sensory and emotional responses.</li> <li>• Appreciate works of art that pertain to different art styles and genres.</li> </ul>
1.4.8. A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	
1.4.8. A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	
1.4.8. A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.	
	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Discuss painting “I and the Village” By Marc Chagall in a group and class conversations answering the following questions in art journals. Present answers to the class: <ol style="list-style-type: none"> <li>1. What makes this painting a fantasy painting?</li> <li>2. What is an icon?</li> <li>3. What icons are used in this composition?</li> <li>4. What is the point of emphasis in this work of art? Why?</li> </ol> </li> <li>• Respond to Picasso’s use of color and shapes in his Cubistic style by creating a self portrait using line, shapes and color representing the style.</li> <li>• Compare and contrast artwork from both Impressionist and Post-Impressionist artists by studying artwork of Claude Monet and Vincent Van Gogh. Create variety of landscape drawings using pastels and/or Cray-pas, using the same image but applying different techniques and different line applications.</li> <li>• Understand how art plays an important role in the Mandala designs used by Hindu and Buddhist religion. Create a mandala that</li> </ul>

integrates designs inspired by one of the religions but personalizing the image to represent student interests and/or beliefs.

Instructional Strategies:

Interdisciplinary Connections

- Language and Literacy
- Understanding personal aesthetic awareness.
- Historical knowledge of famous artists and their artwork.

Technology Integration

- Using online surveys and blogging to record student responses to artwork.

Global Perspectives

- Create acceptance and awareness of others.
- Identify the work of world-wide known artists and art styles.

understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21<sup>st</sup> Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21<sup>st</sup> Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

<p><b>Big Ideas:</b> Through the critical process, students formulate judgments regarding artistic and aesthetics merits of an artwork.</p>	
<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i></p>
<p>When is art criticism vital and when is it beside the point?</p> <p>How do artists' backgrounds influence the aesthetic and artistic choices they make?</p> <p>What formal art elements should we consider important to do a formal art critique?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</li> <li>• Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</li> <li>• Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>1.4.8. B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Discuss the ways that art can be persuasive.</li> <li>• Discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.</li> <li>• Demonstrate inquiry skills and appropriate art vocabulary for:             <ol style="list-style-type: none"> <li>1. describing works of art;</li> <li>2. responding to works of art;</li> <li>3. interpreting works of art; and</li> <li>4. Evaluating works of art.</li> </ol> </li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Critique peer work by adding comments</li> </ul>

	<p>about each other work on a comment sheet.</p> <ul style="list-style-type: none"> <li>• Using the appropriate steps of describing, responding, interpreting, and evaluating works of art, walk around a classroom art gallery and respond to famous works of art.</li> <li>• Journal on a daily log to contribute and share ideas/ suggestions about other classmate’s improvements in their artwork.</li> <li>• Choose from a selection of images and symbols to create a design that visually communicates a persuasive idea.</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Language and Literacy</li> <li>• Learning human interactions and speaking skills in stating appropriate opinions about others work.</li> <li>• Using selectivity to decipher important artistic elements in an artwork.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Using online surveys and blogging to record student responses to artwork.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Learning multicultural perspectives in media literacy.</li> <li>• Developing global skills in critical dialoguing and decoding of student’s own cultural assumptions in a cooperative learning environment.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p>

Life and Career Skills

21<sup>st</sup> Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy